

1. Checklist of documents

- List of key words
- Key messages
- TAP Absorbent products description form
- TAP Absorbent products assessment form
- TAP Absorbent products select and fit table.

2. Checklist of equipment

- Tablets / computers
- Headphones
- Notebook and pen
- Soft tape measures for measuring activity
- Examples of locally available absorbent products. These may include products available through a service and/or local pharmacies. Aim to select examples of:
 - Washable and single use
 - One piece and two piece
 - Pull up and wrap around types
 - Terry square absorbent product or pieces of cloth 90x90cm or 120cmx120cm and (if using terry squares, a large table or surface to fold them on).

3. Group discussion opportunities and activities

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson one: Introduction		
Topic 2: What are absorbent products and who uses them?	<p><i>(after watching video about Richard)</i></p> <p>Reflection</p> <ul style="list-style-type: none"> • What are the benefits for Richard in wearing absorbent products? • Do you know of an older person who uses absorbent products, or may need them? What are the benefits for them? • What about younger people? Do you know any children or adults who have incontinence? How does their incontinence impact their lives? 	<p>Discuss from the local perspective. Emphasise these points:</p> <p>Incontinence impacts people in different ways.</p> <p>Richard describes how absorbent products give him more confidence to leave the house and continue doing the things he likes to do.</p> <p>Feeling embarrassed or anxious about leaking is natural. This often causes people to limit or avoid their activities. This can include not wanting to leave home, missing out on education, not being able to work or join in community and social events.</p>

Topics with interactive sections		Suggested instruction and mentor's planning notes
Topic 3: Absorbent products covered in TAP	<p><i>(Towards the beginning of this topic.)</i></p> <p>Discussion</p> <p>Meet Zora</p> <p>Zora is 42 years old and married with four children. She has incontinence related to child birth.</p> <p>Zora recently had an assessment for absorbent products. She selected washable products because in her rural village it is hard to buy single use products. The products are working well. A painful rash on her bottom has healed.</p> <p>However, Zora has no privacy when washing and drying her laundry. She is embarrassed about others seeing her absorbent products. She has started getting up very early to avoid meeting her friends.</p> <p>What could a health worker suggest to Zora, to help make things easier for her?</p> <p>Think about and discuss possible solutions before revealing the suggestions below.</p>	<p>You can ask learners to skip over this and have the discussion as a group at the end of the topic, or ask them to read through and make suggestions on the Discussion forum / WhatsApp.</p> <p>Suggestions for how a health care worker could support Zora</p> <p>A health worker could:</p> <ul style="list-style-type: none"> • Encourage and/or support Zora to talk to the other women about her issues. She may find others have similar challenges • Put up information about incontinence at the local health centre • Suggest to Zora that she put a thin cloth over the absorbent products while they are drying.
	<p><i>(After learners have read about different product features.)</i></p> <p>Activity</p> <p>Complete a summary of each absorbent product you have available. Use the Absorbent products description form.</p> <p>You can describe two products on each page. You will need to identify whether the product:</p> <ul style="list-style-type: none"> • Is washable or single use • One or more pieces • Has elastic • Has fasteners • Has the three product layers described in this lesson. <p>You can also note:</p> <ul style="list-style-type: none"> • What the manufacturer and clients say about the product's absorbency • What sizes it is available in. <p>If you are not sure, discuss with your mentor.</p>	<p>For this activity you will need to provide learners with a copy of the absorbent product description form. It is very helpful if mentors have completed this form themselves for the products available for the training. This way mentors will have already identified the different features of the different products available.</p>

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson two: Step one: Select		
Topic 1: Assessment overview	<p>Discussion</p> <p>What can you do to make it easier for people to discuss leaks?</p> <p>You can find some suggestions below. You and your group may think of others.</p>	<p>Very important to have this discussion with learners. Some suggestions for how to make discussing leaks easier are:</p> <ul style="list-style-type: none"> • Make sure the discussion is in a private space. • Ask the person who they would like to have present. • Listen to the words the person uses to describe what is happening. You can use similar words when discussing their continence. • Reassure the person that many people have problems with leaks, and that leaks are something that you cannot control.
Topic 3: Assessment interview: type of incontinence (leaks)	<p>Activity</p> <p>Look at the product descriptions you completed earlier. How are the product absorbencies described?</p>	Encourage learners to look at their product description forms, and see if they can decide which products might be for light, moderate or heavy leaks.
	<p>Discussion</p> <p>Look at the product samples available in your service. Which do you think would be best for containing liquid stool?</p> <p>Post your selection on the discussion forum.</p>	Encourage learners to identify the products most likely to contain liquid stool (which will be products that wrap around the hips, and they need to have good elastic at the legs).
Topic 4: Assessment interview: Product choices and personal priorities	<p>Discussion</p> <p>Is there a Water, Sanitation and Health (WASH) program in your area?</p> <p>If yes, can the WASH program assist people to improve their access to wash areas for both washing themselves and washing clothes / continence products?</p>	
	<p><i>(At the end of the topic.)</i></p> <p>Activity</p> <p>It is helpful to practice taking measurements on each other using a soft tape measure.</p> <ul style="list-style-type: none"> • You can measure the person standing up or lying down. • Measure around the waist • Measure the widest part of the hips • Select the most likely product size from the locally available products. <p>If you have any difficulties selecting a suitable size, post your questions on the discussion forum.</p>	Suggest that people do this activity in pairs. People will likely be most comfortable if the pairs are the same gender.

Topics with interactive sections		Suggested instruction and mentor's planning notes
Lesson three: Step two: Fit		
Topic one: Fitting absorbent products	<i>(After watching rolling and lifting tutorial videos.)</i> Activity In pairs practice positioning a folded terry square by rolling. Then practice positioning by lifting your bottom (like a bridge).	
	Discussion Which method was easier? Discuss in your pairs.	
	<i>(After watching kite fold tutorial video.)</i> Activity After watching the video, practice folding the kite fold using a terry square. In pairs: practice taking the front to back measurement and fold the length (from top to bottom) of the folded terry square to match. Watch the video and practice as many times as you need to feel confident. Have you used terry squares before? Did you find the fold easy to learn or difficult? Post your answers on the discussion forum.	
Topic one: Fitting absorbent products	<i>(At the end of the topic.)</i> Activity In the measuring activity you took measurements to select the most likely product size from the locally available products. If you would like to, continue the activity to try on the selected product and check the fit. You can try on the product by yourselves in private or working in pairs of the same gender. Try on products over underclothes / leggings. Check fit around: <ul style="list-style-type: none"> • Hips and waist • Thighs. 	People may feel a bit funny about doing this activity, however it really is a great way for everyone to see what it feels like to use these products. People can go in pairs or on their own to a private place, to try on over their underclothes / leggings / jeans.
Lesson four: Step three: Use		
Topic one: Teaching how to use absorbent products	<i>(At end of topic.)</i> Discussion How can you help people in your local area prepare for going out? What barriers might people face? Post your thoughts on the discussion forum.	This is a useful discussion to have, as people can discuss the different barriers people may face in accessing public toilets to change products – and what solutions there may be!
Topic three: Teaching how to look after bladder, bowel and skin	Learners are advised that a 'thin layer of barrier cream' can be used to add protection to the skin (to prevent or heal skin rashes).	Useful to have identified locally available barrier creams that can be recommended. Check with a doctor or nurse. It is suggested that it is only a thin layer , as too much may reduce the absorbency of the product.